

**Expanded Learning Opportunities Program Plan Guide**

**Irvine Unified School District**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM (ELOP) PLAN**

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**IRVINE UNIFIED  
SCHOOL DISTRICT**

**This Program Plan Guide is required by California *Education Code (EC)* Section 46120(b)(2)**

# Expanded Learning Opportunities Program Plan

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Irvine Unified School District

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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

Elementary Schools	K-8 Schools
Alderwood	Beacon Park
Bonita Canyon	Cadence Park
Brywood	Plaza Vista
Canyon View	Solis Park
College Park	Vista Verde
Culverdale	
Cypress Village	
Deerfield	
Eastshore	
Eastwood	
Greentree	
Loma Ridge	
Meadow Park	
Northwood	
Oak Creek	
Portola Springs	

## Expanded Learning Opportunities Program Plan

Santiago Hills	
Springbrook	
Stone Creek	
Stonegate	
Turtle Rock	
University Park	
Westpark	
Woodbury	

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

# Expanded Learning Opportunities Program Plan

## Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# Expanded Learning Opportunities Program Plan

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and a supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program (ELOP) will begin for IUSD in the 2023–24 school year. “Expanded learning” means after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. This program is intended to support qualified PK–6th grade students with free after school, inner session, and summer programs for a minimum of 9 hours of care each day (which includes the full instructional day). To qualify for ELOP, the student must be part of our Unduplicated Count which includes: Free and Reduced Meal Program; Foster Youth/Homeless; and English Learners.

ELOP approved vendors will offer care and enrichment sessions at every elementary and K–8 campus in IUSD. Vendors will work with the onsite program staff and administration to ensure student safety. Site vendors will oversee the attendance sign-in and parent/guardian sign-out process. Each vendor will adhere to their safety procedures and those outlined by the school.

## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

ELOP vendors will provide structured environments for a combination of learning, enrichment, and play to extend the current instructional day. ELOP will promote discovery, curiosity, and creativity through enrichment opportunities that are focused on the needs and interests of the children attending.

Students will experience a variety of enrichment activities which may include art, athletics, games, leadership opportunities, service learning, health and wellness activities, and social emotional learning. Snacks will be available for students, along with time for free choice play.

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## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

ELOP will enrich the educational experience of each eligible child. This program will include dedicated time to expand student learning with homework assistance and study skills.

Throughout the week, students will participate in activities that include a focus on:

- STEAM (Science, Technology, Engineering, Art, and Math)
- Creative expression (art, music and movement, imaginative play)
- Physical Activity
- Leadership/Service learning Opportunities

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

ELOP staff will engage in professional development before and during the program with a focus on curriculum, class management, communication, and leadership skills. Program staff will build and maintain nurturing and supportive relationships with students that encourage them to think critically, collaborate, create, and communicate. Staff will support youth leadership development through skill building opportunities which may include a variety of activities and showcase opportunities.

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

ELOP will support and reinforce school wide expectations by using the Positive Behavioral Interventions and Supports (PBIS) language that students have learned during their traditional school day. PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. This framework ensures positive, predictable, equitable, and safe learning environments where everyone thrives. Should additional needs arise, the ELOP team will reach out directly to the site Principal or school district support staff to discuss a potential plan of support.

Snacks will be available for students, and ELOP will accommodate children with allergies. Additionally, any accommodations needed for children will be provided to that site as well as specific instructions for any medications from family/medical providers, and emergency contacts.

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## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

ELOP will serve all qualifying students in a learning environment where students, staff, and parents/guardians are valued and treated with respect. Providers will make the accommodations necessary for qualifying children to participate. Activities planned will be culturally inclusive and responsive. Activities will promote inclusivity for students' and staff members. The program will maintain children's safety and security, including showing understanding and acceptance of gender differences and diverse cultures, ethnicities, languages, and special needs.

If an Individualized Education Program (IEP) has been developed, a copy is required before the child's first day in the program. ELOP staff/vendors will work to provide appropriate accommodations to support inclusion as long as it does not negatively impact the program. Children with physical or emotional disabilities shall be accepted if it is determined that the child can interact positively with the other children, the child will benefit from the program, and that the staff is able to meet the special needs of the child along with the needs of the other children in the center.

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In order to maintain a safe and enriching environment ELOP vendors will recruit and employ high quality staff. Staff directly supporting children in the program will meet the same requirements for Instructional Assistants.

ELOP staff members are vetted through an intensive hiring process that includes in person interviews, reference checks, background and fingerprint checks. Staff members will complete first aid and CPR training.

The ELOP staff will participate in initial and ongoing professional development based on staff and student needs. Training may include behavior management, English Learner support, health and safety, and academic support.

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## 8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

ELOP will provide expanded learning opportunities for qualifying students aligned with the California Department of Education Expanded Learning Quality Standards which include meaningful, engaging high interest activities for students in a safe environment.

This program is intended to support qualified PK–6th grade students with free after school, inner session, and summer programs for a minimum of 9 hours of care each day (which includes the full instructional day). Programs will be offered within the school building as determined by each school site administration, and the program will be delivered by IUSD selected vendors.

## 9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

IUSD has a long history of working collaboratively with each of the selected vendors to ensure the best support possible for our students. These providers have developed strong, professional relationships with our school leaders. Vendors and district administration continually work together to address new and evolving priorities to best serve the diverse needs of students and families in the program.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Feedback will be solicited from stakeholders annually. Meetings will be held throughout the year between vendors and IUSD staff to discuss and review program design. Vendor leadership will develop professional development for the program.



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## 11—Program Management

Describe the plan for program management.

The Executive Director of Elementary Education in collaboration with other district and site administrators will be responsible for program oversight which includes evaluating the program, recording and submitting necessary data reports to the Orange County Department of Education and providing program information to stakeholders.

ELOP vendors will be responsible for the daily operations of the program at each school site. Responsibilities include recording attendance, sharing program information with parents, meeting with site administrators, delivering expanded learning services, and conducting staff meetings including professional development. Program staff have a sign-in and sign-out procedure to accurately account for all students. Staff sign students in and parents individually sign students out.

## General Questions

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELOP funds will provide enrichment opportunities after school to qualifying students.

### **Transitional Kindergarten and Kindergarten**

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

ELOP will maintain the 10 to 1 ratio in transitional kindergarten and kindergarten. Recruitment, hiring, and professional development will be managed by vendors at each site. Staff are required to meet the minimum qualifications for an Instructional Aide in IUSD. The resources below will be utilized in order to meet the academic and developmentally appropriate needs for this young age group:

## Expanded Learning Opportunities Program Plan

- IUSD's Continuum of Standards: This is IUSD's continuum of standards that outlines the bridge between the Preschool Learning Foundations and the Kindergarten Common Core Standards. It is a roadmap for the standards taught - acknowledging the progression of skill development along the continuum.
- California Department of Education Preschool Learning Foundations: The Foundations provide an overview of the key knowledge and skills that most preschool children can achieve when provided with interaction, instruction, and an environment that is based on the research of early experiences shown to promote early learning and development.
- California Department of Education Preschool Curriculum Frameworks: The Frameworks provides an overall approach to teachers to support student learning through environments and experiences that are developmentally appropriate, reflective of thoughtful observation and intentional planning, individually and culturally meaningful, and inclusive of children with disabilities and special needs.
- culturally meaningful, and inclusive of children with disabilities and special needs.

### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

<b>Transitional Kindergarten with ELOP hours</b>	
8:00 - 11:20 a.m.	Regular TK Instructional Time
11:20 - 11:35 a.m.	Dismissal and Sign in to ELOP
11:35 - 12:35 p.m.	Lunch and Recess
12:35 - 1:00 p.m.	Class Greeting/SEL
1:00 - 2:00 p.m.	Activity Centers: Dramatic Play / STEAM Exploration
3:00 - 4:00 p.m.	Enrichment: (Art, Music, Physical Activity)
4:00 - 4:20 p.m.	Snack and Outdoor Play
4:20 - 4:50 p.m.	Activity Centers
4:50 - 5:00 p.m.	Check out/Transition Home

# Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

## **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## **EC Section 46120(b)(1)(B):**

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766). **EC**

## **Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program was established . . . may charge family fees. Programs that charge family fees

shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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## **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.